

Recommended texts - Cycle 1

Class	Autumn	Spring	Summer
EYFS	<u>Recommended texts for EYFS:</u> Aaaarrggh Spider Billy's bucket Elmer Harry and the bucketful of dinosaurs I love you blue Kangaroo		
Year 1	<u>Alien Adventure</u> - Bob the man on the moon - Alien School - Look up! - First man on the moon	<u>Let's go exploring</u> - Leaf - Meerkat Mail - Poles Apart - Lost and found	<u>Seaside</u> - The Lighthouse keepers lunch - Corey's rock - Flotsam - The Rainbow fish
Year 2	<u>Alien Adventure</u> - Bob the man on the moon - Alien School - Look up! - First man on the moon	<u>Let's go exploring</u> - Leaf - Meerkat Mail - Poles Apart - Lost and found	<u>Seaside</u> - The Lighthouse keepers lunch - Corey's rock - Flotsam - The Rainbow fish
Year 3	<u>Stone age to iron age</u> - UG - A stone age boy - Stone age, bone age- a book about prehistoric people	<u>Romans</u> - Romulus and Remus - Roman Myths - Roman Rampage	<u>Extreme Earth</u> - Escape from Pompeii
Year 4	<u>Fashion through the ages</u> - A history of fashion- Usborne - The Emperor's new clothes	<u>Race for space</u> - Dogs in space - Cosmic - The Jamie Drake Equation - Curiosity: the story of the Mars Rover	<u>Haslingfield Explorers</u> - Tom's midnight garden - Local studies and newspapers - Belonging
Year 5	<u>Crime and Punishment through history</u> - The Highway man - The Secret Diary of Kitty Cask	<u>Shang Dynasty</u> - Tales from China - The Willow pattern story	<u>Europe Europe</u> - Train to Impossible Places

	<ul style="list-style-type: none"> - Treason - Black Powder - Millions - Robin Hood - Artemis Fowl- The Graphic Novel 	<ul style="list-style-type: none"> - Stories from the Silk Road. The kite rider 	<ul style="list-style-type: none"> - Blackberry blue <p>The Boy at the back of the class.</p>
Year 6	<p style="text-align: center;"><u>WWII</u></p> <ul style="list-style-type: none"> - Blitz boys - Machine Gunners - Letters from the Lighthouse - Salt to the sea 	<p style="text-align: center;"><u>Victorians</u></p> <ul style="list-style-type: none"> - Street child - Cogheart - Oliver twist 	<p style="text-align: center;"><u>North American road trip</u></p> <ul style="list-style-type: none"> - Little house on the Prairie - Holes

Recommended texts - Cycle 2

Class	Autumn	Spring	Summer
EYFS	<p><u>Recommended texts for EYFS:</u></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Aaaarrggh Spider Billy's bucket Elmer Harry and the bucketful of dinosaurs I love you blue Kangaroo</p> </div> <div style="width: 45%;"> <p>Owl babies What the ladybird heard Stick man The tiger who came to tea On Sudden hill</p> </div> </div>		
Year 1	<p style="text-align: center;"><u>Fire, Fire!</u></p> <ul style="list-style-type: none"> - Toby and the Great Fire of London <li style="padding-left: 20px;">- Raven Boy - Mr Fawkes, the king and the gunpowder plot - Charlie and the great fire of London 	<p style="text-align: center;"><u>Grab your passport</u></p> <ul style="list-style-type: none"> - The train ride - The Naughty Bus - Mr Gumpy's car - Journey (Aaron Becker) - Amelia Earhart (Little people, big dreams) 	<p style="text-align: center;"><u>Castles</u></p> <ul style="list-style-type: none"> - The paper bag princess - George and the dragon - There is no dragon in this story. <ul style="list-style-type: none"> - Zog
Year 2	<p style="text-align: center;"><u>Fire, Fire!</u></p> <ul style="list-style-type: none"> - Toby and the Great Fire of London <li style="padding-left: 20px;">- Raven Boy - Mr Fawkes, the king and the gunpowder plot - Charlie and the great fire of London 	<p style="text-align: center;"><u>Grab your passport</u></p> <ul style="list-style-type: none"> - The train ride - The Naughty Bus - Mr Gumpy's car - Journey (Aaron Becker) - Amelia Earhart (Little people, big dreams) 	<p style="text-align: center;"><u>Castles</u></p> <ul style="list-style-type: none"> - The paper bag princess - George and the dragon - There is no dragon in this story. <ul style="list-style-type: none"> - Zog
Year 3	<p style="text-align: center;"><u>Anglo Saxons</u></p> <ul style="list-style-type: none"> - Anglo Saxon boy - Smashing Saxons - Beowulf 	<p style="text-align: center;"><u>Ancient Egyptians</u></p> <ul style="list-style-type: none"> - The mystery of the Egyptian scroll - The Egyptian Cinderella <ul style="list-style-type: none"> - The stay of Tutankhamun - Flat Stanley: The Great Egyptian Grave Robbery. 	<p style="text-align: center;"><u>Out and about the British Isles</u></p> <ul style="list-style-type: none"> - Between worlds - Katie Morag stories

		<ul style="list-style-type: none"> - The time travelling cat and the Egyptian Goddess. 	
Year 4	<p><u>Life in Tudor times</u></p> <ul style="list-style-type: none"> - Diver's daughter- a Tudor story. - The secret diary of Thomas Snoop, a Tudor boy - Shakespeare's Globe (I was there) <ul style="list-style-type: none"> - Tudor Tales - The Prince, the cook and the cunning king. - The thief, the fool and the big fat king (Henry VIII) - The maid, the witch and the cruel queen (Elizabeth I) <ul style="list-style-type: none"> - The Queens Token 	<p><u>Ancient Greece</u></p> <ul style="list-style-type: none"> - Greek Myths - Aesop's Fables - Who let the Gods out? - Beasts of Olympus: Beast keeper <ul style="list-style-type: none"> - Fleeced - Hopeless Heroes: Here comes Hercules. 	<p><u>Our blue planet- World of water</u></p> <ul style="list-style-type: none"> - The extraordinary colours of Auden Dare. - Fenn Halflin and the Fearzero. - Wind in the Willows - The rhythm of the rain - The river singers - Tarka the otter - The secret of Spiggy holes - Journey to the River Sea - A river
Year 5	<p><u>Shang Dynasty</u></p> <ul style="list-style-type: none"> - Tales from China - The Willow pattern story - Stories from the Silk Road. <ul style="list-style-type: none"> - The kite rider 	<p><u>Crime and Punishment through history</u></p> <ul style="list-style-type: none"> - The Highway man - The Secret Diary of Kitty Cask <ul style="list-style-type: none"> - Treason - Black Powder - Millions - Robin Hood 	<p><u>Europe</u></p> <ul style="list-style-type: none"> - Train to Impossible Places <ul style="list-style-type: none"> - Blackberry blue - The Boy at the back of the class.
Year 6	<p><u>WWI</u></p> <ul style="list-style-type: none"> - A medal for Leroy - War Horse - Private Peaceful - One boys War - War Game 	<p><u>Invaders and Settlers</u></p> <ul style="list-style-type: none"> - Viking Boy - The saga of Erik the Viking - Arthur and the Golden rope 	<p><u>South America- Rainforests</u></p> <ul style="list-style-type: none"> - The Explorer - The vanishing rainforest - The Great Kapok tree <ul style="list-style-type: none"> - The explorer - Running wild

Whole school overview of writing genres

	EYFS					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Narrative All lessons where possible to be based around a class text.	<ul style="list-style-type: none"> - Traditional tales - Stories from other cultures - Stories with repetitive patterns - Stories by the same author. - Fantasy stories 	<ul style="list-style-type: none"> - Traditional tales with a twist. - Stories from other cultures - Stories set in familiar settings - Stories by the same author. - Adventure stories 	<ul style="list-style-type: none"> - Mystery stories - Stories from other cultures - Fables - Myths - Folk tales - Play scripts 	<ul style="list-style-type: none"> - Fairy tales - Myths - Play scripts - Fantasy stories 	<ul style="list-style-type: none"> - Legends - Stories from other cultures - Historical narrative - Film and play scripts. 	<ul style="list-style-type: none"> - Flashbacks - Stories from other cultures - Classic fiction - Historical narrative
Non-fiction	<ul style="list-style-type: none"> - Instructions - Recounts of familiar events. - Postcards - Non-chronological reports - Basic persuasion e.g. wanted posters - Explanations 	<ul style="list-style-type: none"> - Instructions - Recounts through letters and diaries. - Non-chronological reports - Basic persuasion e.g. adverts - Explanations 	<ul style="list-style-type: none"> - Recounts through diaries and autobiographies - Non-chronological reports - Basic persuasion e.g. letters - Explanations - Discussion-debating 	<ul style="list-style-type: none"> - Instructions - Recounts in diaries, letters or newspapers - Non-chronological reports - Explanations - Discussions- for and against 	<ul style="list-style-type: none"> - Instructions - Recounts in the form of diary, letters or autobiography. - Formal report writing. - Persuasive writing - Explanations - Discussion with a formal debate. 	<ul style="list-style-type: none"> - Recounts in diaries in role of a character and recounts in biographies. - Report writing both Non-chronological and chronological. - Persuasion in letters and brochures. - Explanations - Discussion- formal and written
Poetry	<ul style="list-style-type: none"> - Learning poems off by heart. - Performance poems. - Structure- rhyming couplets. 	<ul style="list-style-type: none"> - Classic poetry for learning by heart. - Performance poems. - Structure- riddles, calligrams 	<ul style="list-style-type: none"> - Classic poetry for learning by heart. - Performance poems. - Structure- calligrams, couplets, kennings and cinquain. 	<ul style="list-style-type: none"> - Learning poems by heart. - Performance poems. - Structure- kennings and cinquain - Poems with figurative language 	<ul style="list-style-type: none"> - Learning poems by heart. - Performance poems. - Structure- Haiku and Limericks - Poems with figurative language 	<ul style="list-style-type: none"> - Learning poems by heart. - Performance poems. - Poems with figurative language - Recap previous learning from other year groups.

EYFS

Writing / Grammar

- Enjoys creating marks using different materials, such as paint and crayons.
- Gives meaning to the marks they make when drawing, painting or writing.
- Uses mark-making tools with control.
- Draws lines and circles using large scale movements
- Developing a tripod grip.
- Holds a pencil near the point.
- Copies some letters – focusing on those in their name.
- Shows a preference for a dominant hand.
- Talks about the different marks they make.
- Begins to form recognisable letters. Forms some letters correctly.
- Forms most letters correctly.
- Writes own name.
- Orally blends and segments the sounds heard in words.
- Links letters to sounds.
- Correctly identifies and writes initial sounds heard in words.
- Correctly identifies and writes final sounds heard in words.
- Correctly identifies and writes medial sounds heard in words.
- Writes the sounds in CVC words in the correct order.
- Writes letter sounds in the order in which they are heard in words.
- Writes longer words using phonic knowledge.
- Writes some tricky words correctly.
- Writes a label or caption.
- Includes finger spaces between words.
- Writes simple sentences.
- Writes sentences that can be read by themselves and others.
- Spells some short words correctly using phonetic knowledge.
- Spells some longer words of more than one syllable correctly, using phonetic knowledge.
- Correctly spells some irregular but high frequency words.
- Beginning to use capital letters for the start of own name or a sentence.
- Beginning to use full stops.
- Beginning to use other forms of punctuation.
- Uses key features of narrative in their own writing.

Phonics

- Children to cover phase 1, 2 and 3 during their time in EYFS.**
- Identifies different sounds in words.
 - Hears and identifies initial sounds in words.
 - Hears and identifies final sounds in CVC words.
 - Hears and identifies medial sounds in CVC words.
 - Orally blends and segments the sounds heard in words.
 - Recognises letters and links to letter sounds.
 - Knows letter sounds. Knows letter names.
 - Uses phonics skills to segment letter sounds to read CVC words.
 - Uses phonics skills to blend letter sounds to read CVC words.
 - Applies phonics skills to decode longer words.
 - Recognises some tricky words.
 - Reads phonically regular words of more than one syllable.
 - Reads many irregular high frequency words.
 - Uses phonic knowledge to understand unfamiliar vocabulary.
 - Uses semantic knowledge to understand unfamiliar vocabulary.
 - Uses syntactic knowledge to understand unfamiliar vocabulary.

Reading

- Enjoys listening to stories, rhymes and songs and identifies some favourites.
- Fills in a missing word or phrase from a familiar story, rhyme or song.
- Listens to stories and rhymes one-to-one and in small groups.
- Enjoys joining in with familiar stories and rhymes one-to-one.
- Enjoys joining in with familiar stories and rhymes in small groups.
- Listens to stories with increasing attention.
- Recalls story events.
- Talks about story characters and settings.
- Enjoys looking at books independently.
- Holds books the correct way up and turns the pages.
- Knows that print carries meaning.
- Recognises familiar words and signs.
- Knows that print is read from top to bottom (in English).
- Knows that print is read from left to right (in English).
- Follows the text with their finger as they read. Points to each word with 1:1 correspondence as they read.
- Reads and understand simple sentences.
- Uses cues from the pictures to make meaningful attempts at unknown words.
- Talks about what they have read. Takes meaning from what they have read.

Year 1

Writing	Grammar	Phonics	Reading
<ul style="list-style-type: none"> - To write sentences in order to create short narratives and non-fiction texts - To use some features of different text types (although these may not be consistent) - To reread their writing to check that it makes sense and make suggested changes - To use adjectives to describe - To use simple sentence structures - To use the joining word (conjunction) 'and' to link ideas and sentences. ✓ Capital letters for names, places, the days of the week and the personal pronoun 'I'. ✓ Finger spaces. ✓ Full stops to end sentences. ✓ Question marks. ✓ Exclamation marks. - To use -s and -es to form regular plurals correctly. - To use the prefix un' - To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word) - To write lower case and capital letters in the correct direction, starting and finishing in the right place - To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency 	<p><u>Word Structure</u></p> <ul style="list-style-type: none"> - Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes) - Suffixes that can be added to verbs (e.g. helping, helped, helper) - How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat) <p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> - How words can combine to make sentences - Joining words and joining sentences using and <p><u>Text Structure</u></p> <ul style="list-style-type: none"> - Sequencing sentences to form short narratives <p><u>Punctuation</u></p> <ul style="list-style-type: none"> - Separation of words with spaces - Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences - Capital letters for names and for the personal pronoun I <p><u>Vocabulary</u></p> <p>word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</p>	<p>Phase four and Five (throughout Year)</p> <p>By the end of Phase Five children should:</p> <ul style="list-style-type: none"> - give the sound when shown any grapheme that has been taught - for any given sound, write the common graphemes - apply phonic knowledge and skill as the prime approach to reading and spelling - unfamiliar words that are not completely decodable - read and spell phonically decodable two-syllable and three-syllable words - read automatically all the words in the list of 100 high-frequency words - accurately spell most of the words in the list of 100 high-frequency words - form each letter correctly 	<p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Re-read these books to build up their fluency and confidence in word reading</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Discussing the significance of the title and events</p> <p>Explain clearly their understanding of what is read to them</p> <p>Predicting what might happen on the basis of what has been read so far</p> <p>Making inferences on the basis of what is being said and done</p> <p>Discussing word meanings, linking new meanings to those already known</p> <p>Being encouraged to link what they read or hear read to their own experiences</p>

Year 2

Writing	Grammar	Spelling	Reading
<ul style="list-style-type: none"> - Writing about real events, recording these simply and clearly <p>Demarcating most sentences with:</p> <ul style="list-style-type: none"> ✓ capital letters ✓ full stop ✓ question marks <ul style="list-style-type: none"> - Using present and past tense mostly correctly and consistently - Using co-ordination (or / and / but) - Using some subordination (when / if / that / because) - Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters - Using spacing between words that reflects the size of the letters 	<p><u>Word Structure</u></p> <ul style="list-style-type: none"> - Formation of nouns using suffixes such as -ness, -er - Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the Year 2 spelling appendix.) - Use of the suffixes -er and -est to form comparisons of adjectives and adverbs <p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> - Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - Expanded noun phrases for description and specification (e.g. the blue butterfly, the man on the moon) - Sentences with different forms: Statement, exclamation, question, command. <p><u>Text Structure</u></p> <ul style="list-style-type: none"> - Correct choice and consistent use of present tense and past tense throughout writing - Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) <p><u>Punctuation</u></p> <ul style="list-style-type: none"> - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences - Commas to separate items in a list - Apostrophes to mark contracted forms in spelling <p><u>Vocabulary</u></p> <p><i>verb, tense (past, present), adjective, noun, suffix, apostrophe, comma</i></p>	<p><u>Pupils should be taught to spell by</u></p> <ul style="list-style-type: none"> - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - learning new ways of spelling phonemes for which one or more spellings are already known, and learning some words with each spelling, including a few common homophones - learning to spell common exception words - learning to spell more words with contracted forms - learning the possessive apostrophe (singular), for example, the girl's book distinguishing between homophones and near homophones - adding suffixes to spell longer words for example, '-ment', '-ful', '-less', '-ly' - applying spelling rules and guidelines - writing from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<ul style="list-style-type: none"> - Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. - Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. - Re-read these books to build up their fluency and confidence in word reading. - Discussing the sequence of events in books and how items of information are related. - Drawing on what they already know or on background information and vocabulary provided by the teacher. - Answering and asking questions. - Predicting what might happen on the basis of what has been read so far. - Making inferences on the basis of what is being said and done. - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. - Discussing their favourite words and phrases.

Year 3

Writing	Grammar	Spelling	Reading
<ul style="list-style-type: none"> - To begin to use ideas from own reading and modelled examples to plan their writing. - To demonstrate an increasing understanding of purpose and audience - To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction) - To proof-read their own and others' work to check for errors with increasing accuracy, and make improvements - To make deliberate ambitious word choices to add detail. - To begin to create settings, characters and plot in narratives - To begin to organise their writing into paragraphs around a theme - To maintain the correct tense (including present perfect tense) throughout a piece of writing <p>To use:</p> <ul style="list-style-type: none"> ✓ the full range of punctuation from previous year groups ✓ inverted commas in direct speech <ul style="list-style-type: none"> - To use subordinate clauses - To begin to use conjunctions, adverbs and prepositions to show time, place and cause. - To use 'a' or 'an' correctly most of the time - To use a neat, joined handwriting style with increasing accuracy. 	<p><u>Word Structure</u></p> <ul style="list-style-type: none"> - Formation of nouns using a range of prefixes, such as super-, anti-, auto- - Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) - Word families based on common words <p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> - Expressing time and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore, or prepositions (e.g. before, after, during, in, because of) <p><u>Text Structure</u></p> <ul style="list-style-type: none"> - Introduction to paragraphs as a way to group related material. - Headings and sub-headings to aid presentation - Use of the perfect form of verbs to mark relationships of time and cause (e.g. <i>I have written it down so we can check what he said.</i>) <p><u>Punctuation</u></p> <ul style="list-style-type: none"> - Introduction to inverted commas to punctuate speech correctly. <p><u>Vocabulary</u></p> <p><i>word family, conjunction, adverb, preposition, direct speech, inverted commas (or "speech marks"), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause</i></p>	<p><u>Pupils should be taught to</u></p> <ul style="list-style-type: none"> - develop a range of personal strategies for learning new and irregular words - develop a range of personal strategies for spelling at the point of composition - develop a range of strategies for checking and proofreading spellings after writing - use further prefixes and suffixes and understand how to add them - spell further homophones - spell words that are often misspelt - place the possessive apostrophe accurately in words with regular plurals (for example, <i>girls', boys'</i>) and in words with irregular plurals (for example, <i>children's</i>) - use the first two or three letters of a word to check its spelling in a dictionary - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far - proofread for spelling errors 	<ul style="list-style-type: none"> - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. - Asking questions to improve their understanding of a text. - Retrieve and record information from non-fiction. - Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. - Predicting what might happen from details stated and implied. - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Identifying how language, structure, and presentation contribute to meaning. - Discussing words and phrases that capture the reader's interest and imagination. - Identifying themes and conventions in a wide range of books. - Identifying main ideas drawn from more than one paragraph and summarising these.

Year 4

Writing	Grammar	Spelling	Reading
<ul style="list-style-type: none"> - To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices) - To write narratives with a clear beginning, middle and end with a coherent plot - To proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense - To create more detailed settings, characters and plot in narratives to engage the reader - To consistently organise their writing into paragraphs around a theme - To maintain an accurate tense throughout a piece of writing / to use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done' - To use the full range of punctuation from previous year groups - To use all the necessary punctuation in direct speech mostly accurately - To use apostrophes for singular and plural possession with increasing confidence - To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair - To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. - To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas To consistently use a neat, joined handwriting style. 	<p><u>Word Structure</u></p> <ul style="list-style-type: none"> - The grammatical difference between plural and possessive –s - Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) <p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> - Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition - Fronted adverbials (e.g. Later that day, I heard the bad news.) <p><u>Text Structure</u></p> <ul style="list-style-type: none"> - Use of paragraphs to organise ideas around a theme - Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition <p><u>Punctuation</u></p> <ul style="list-style-type: none"> - Use of inverted commas to punctuate direct speech - Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) - Use of commas after fronted adverbials <p><u>Vocabulary</u></p> <p><i>pronoun, possessive pronoun, adverbial</i></p>	<p>(Continuing from Year 3)</p> <p><u>Pupils should be taught to</u></p> <ul style="list-style-type: none"> - develop a range of personal strategies for learning new and irregular words - develop a range of personal strategies for spelling at the point of composition - develop a range of strategies for checking and proofreading spellings after writing - use further prefixes and suffixes and understand how to add them - spell further homophones - spell words that are often misspelt - place the possessive apostrophe accurately in words with regular plurals (for example, <i>girls'</i>, <i>boys'</i>) and in words with irregular plurals (for example, <i>children's</i>) - use the first two or three letters of a word to check its spelling in a dictionary - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far - proofread for spelling errors 	<p>(Continuing from Year 3)</p> <ul style="list-style-type: none"> - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. - Asking questions to improve their understanding of a text. - Retrieve and record information from non-fiction. - Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. - Predicting what might happen from details stated and implied - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Identifying how language, structure, and presentation contribute to meaning. - Discussing words and phrases that capture the reader's interest and imagination. - Identifying themes and conventions in a wide range of books. - Identifying main ideas drawn from more than one paragraph and summarising these.

Year 5

Writing	Grammar	Spelling	Reading
<ul style="list-style-type: none"> - To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose - To describe settings, characters and atmosphere to consciously engage the reader - To use dialogue to convey a character and advance the action with increasing confidence - To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc. - To create paragraphs that are usually suitably linked - To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements - To use the full range of punctuation from previous year groups and to use commas to clarify meaning or to avoid ambiguity with increasing accuracy - To use a wider range of linking words/phrases between sentences and paragraphs - To build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly - To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), - To use brackets, dashes or commas to begin to indicate parenthesis - To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. - To convert nouns 	<p><u>Word Structure</u></p> <ul style="list-style-type: none"> - Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify - Verb prefixes (e.g. dis-, de-, mis-, over- and re-) <p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> - Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun - Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) <p><u>Text Structure</u></p> <ul style="list-style-type: none"> - Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) - Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) <p><u>Punctuation</u></p> <ul style="list-style-type: none"> - Brackets, dashes or commas to indicate parenthesis - Use of commas to clarify meaning or avoid ambiguity <p><u>Vocabulary</u></p> <p>relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity</p>	<p><u>Pupils should be taught to</u></p> <ul style="list-style-type: none"> - develop a range of personal strategies for learning new and irregular words - develop a range of personal strategies for spelling at the point of composition - develop a range of strategies for checking and proof reading spellings after writing - use further prefixes and suffixes and understand the guidance for adding them - spell some words with 'silent' letters (for example, <i>knight, psalm, solemn</i>) - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus - Proofread for spelling errors. 	<ul style="list-style-type: none"> - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - Asking questions to improve their understanding of a text - Retrieve and record information from non-fiction - Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say - Predicting what might happen from details stated and implied - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Identifying how language, structure, and presentation contribute to meaning - Discussing words and phrases that capture the reader's interest and imagination - Identifying themes and conventions in a wide range of books - Identifying main ideas drawn from more than one paragraph and summarising these

Year 6

Writing	Grammar	Spelling	Reading
<ul style="list-style-type: none"> - The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) - In narratives, describe settings, characters and atmosphere - Integrate dialogue in narratives to convey character and advance the action - Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) - Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs - Use verb tenses consistently and correctly throughout their writing - Use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) - Spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary - Maintain legibility in joined handwriting when writing at speed. 	<p>Word Structure The difference between vocabulary typical of informal and formal speech (and writing)</p> <p>Sentence Structure</p> <ul style="list-style-type: none"> - Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken) - Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day) <p>Text Structure</p> <ul style="list-style-type: none"> - Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis - Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text <p>Punctuation Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.)</p> <p>Use of the colon to introduce a list</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</p> <p>Vocabulary <i>active and passive voice, subject and object, hyphen, colon, semi-colon, bullet points, synonym and antonym</i></p>	<p>(Continuing from Year 5)</p> <p>Pupils should be taught to</p> <ul style="list-style-type: none"> - develop a range of personal strategies for learning new and irregular words - develop a range of personal strategies for spelling at the point of composition - develop a range of strategies for checking and proof reading spellings after writing - use further prefixes and suffixes and understand the guidance for adding them - spell some words with 'silent' letters (for example, <i>knight, psalm, solemn</i>) - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus - Proofread for spelling errors. 	<p>(Continuing from Year 5)</p> <ul style="list-style-type: none"> - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - Asking questions to improve their understanding of a text - Retrieve and record information from non-fiction - Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say - Predicting what might happen from details stated and implied - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Identifying how language, structure, and presentation contribute to meaning - Discussing words and phrases that capture the reader's interest and imagination - Identifying themes and conventions in a wide range of books - Identifying main ideas drawn from more than one paragraph and summarising these

